

Congaree Elementary

1221 Ramblin Road
West Columbia, South Carolina 29172

Grades	2-5 Elementary School	
Enrollment	351 Students	
Principal	Dr. Sharon White	803-755-7430
Superintendent	Barry F. Bolen	803-739-8399
Board Chair	Jerry S. Chitty	803-739-4708

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	22	66	18	1

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Below Average	Yes
2004	Good	Average	Yes
2005	Average	Below Average	Yes

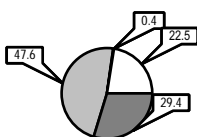
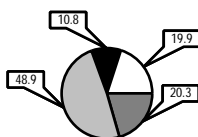
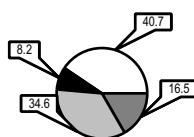
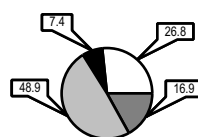
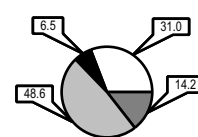
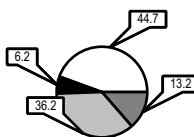
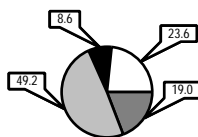
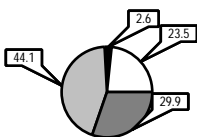
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	260	98.5	22.0	47.8	29.3	0.9	44.4	Yes	Yes
Gender									
Male	140	98.6	26.8	48.8	23.6	0.8	39.4		
Female	120	98.3	16.2	46.7	36.2	1.0	50.5		
Racial/Ethnic Group									
White	197	99.0	21.1	44.0	33.7	1.1	47.4	Yes	Yes
African American	49	95.9	27.3	54.5	18.2	0.0	31.8	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	179	100.0	14.8	46.9	37.7	0.6	52.5		
Disabled	81	95.1	38.6	50.0	10.0	1.4	25.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	260	98.5	22.0	47.8	29.3	0.9	44.4		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	257	98.4	21.8	47.6	29.7	0.9	45.0		
Socio-Economic Status									
Subsidized meals	180	98.3	22.8	50.6	25.9	0.6	42.0	Yes	Yes
Full-pay meals	80	98.8	20.0	41.4	37.1	1.4	50.0		

Mathematics – State Performance Objective = 36.7%									
All Students	260	98.9	20.2	48.9	20.2	10.7	46.8	Yes	Yes
Gender									
Male	140	99.3	15.6	50.8	22.7	10.9	46.9		
Female	120	98.3	25.7	46.7	17.1	10.5	46.7		
Racial/Ethnic Group									
White	197	99.5	17.0	47.2	23.3	12.5	50.6	Yes	Yes
African American	49	95.9	36.4	54.5	6.8	2.3	27.3	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	179	100.0	19.1	44.4	22.2	14.2	53.1		
Disabled	81	96.3	22.5	59.2	15.5	2.8	32.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	260	98.9	20.2	48.9	20.2	10.7	46.8		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	257	98.8	20.0	49.1	20.4	10.4	47.0		
Socio-Economic Status									
Subsidized meals	180	98.3	22.2	51.9	16.0	9.9	43.2	Yes	Yes
Full-pay meals	80	100.0	15.5	42.3	29.6	12.7	54.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	260	98.9	40.8	34.8	16.3	8.2	24.5
Gender							
Male	140	99.3	37.5	38.3	15.6	8.6	24.2
Female	120	98.3	44.8	30.5	17.1	7.6	24.8
Racial/Ethnic Group							
White	197	99.5	37.5	33.0	18.8	10.8	29.5
African American	49	95.9	54.5	40.9	4.5	0.0	4.5
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	179	100.0	33.3	35.8	19.1	11.7	30.9
Disabled	81	96.3	57.7	32.4	9.9	0.0	9.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	260	98.9	40.8	34.8	16.3	8.2	24.5
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	257	98.8	40.4	35.2	16.1	8.3	24.3
Socio-Economic Status							
Subsidized meals	180	98.3	44.4	35.8	13.6	6.2	19.8
Full-pay meals	80	100.0	32.4	32.4	22.5	12.7	35.2

Social Studies							
All Students	260	98.1	26.4	49.4	16.9	7.4	24.2
Gender							
Male	140	99.3	26.6	46.9	17.2	9.4	26.6
Female	120	96.7	26.2	52.4	16.5	4.9	21.4
Racial/Ethnic Group							
White	197	98.5	24.7	47.1	19.5	8.6	28.2
African American	49	95.9	38.6	52.3	4.5	4.5	9.1
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	179	100.0	19.8	50.0	21.0	9.3	30.2
Disabled	81	93.8	42.0	47.8	7.2	2.9	10.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	260	98.1	26.4	49.4	16.9	7.4	24.2
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	257	98.1	26.8	48.7	17.1	7.5	24.6
Socio-Economic Status							
Subsidized meals	180	98.3	30.2	48.8	14.2	6.8	21.0
Full-pay meals	80	97.5	17.4	50.7	23.2	8.7	31.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	92	98.9	19.3	36.4	39.8	4.5	44.3
	4	91	98.9	18.8	51.8	28.2	1.2	29.4
	5	96	97.9	18.1	52.1	28.7	1.1	29.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	79	100.0	20.3	36.2	42.0	1.4	43.5
	4	90	96.7	19.0	54.4	26.6	0.0	26.6
	5	91	98.9	25.0	52.5	22.5	0.0	22.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	92	100.0	16.9	55.1	23.6	4.5	28.1
	4	91	98.9	15.3	57.6	14.1	12.9	27.1
	5	96	97.9	25.5	30.9	24.5	19.1	43.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	79	100.0	18.8	59.4	15.9	5.8	21.7
	4	90	97.8	25.0	31.3	32.5	11.3	43.8
	5	91	98.9	13.8	58.8	12.5	15.0	27.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	79	100.0	39.1	42.0	17.4	1.4	18.8
	4	90	97.8	45.0	27.5	18.8	8.8	27.5
	5	91	98.9	36.3	36.3	13.8	13.8	27.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	79	98.7	26.1	43.5	20.3	10.1	30.4
	4	90	96.7	23.8	57.5	13.8	5.0	18.8
	5	91	98.9	28.8	46.3	17.5	7.5	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 351)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	0.6%	Down from 1.1%	3.6%	3.0%
Attendance rate	95.9%	Down from 96.3%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.6%	Down from 8.4%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.0%	Down from 8.3%	3.5%	3.2%
Eligible for gifted and talented	17.0%	Down from 17.9%	9.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	18.0%	Down from 20.2%	9.0%	8.2%
Older than usual for grade	0.3%	Up from 0.0%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n= 29)				
Teachers with advanced degrees	65.5%	Down from 67.9%	50.0%	52.6%
Continuing contract teachers	79.3%	Down from 96.4%	83.3%	83.3%
Highly qualified teachers	88.9%	Down from 94.7%	94.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	86.4%	Up from 75.2%	87.1%	87.0%
Teacher attendance rate	93.4%	Down from 94.5%	94.8%	95.0%
Average teacher salary	\$42,684	Down 1.8%	\$41,132	\$41,703
Prof. development days/teacher	18.6 days	Up from 13.4 days	13.3 days	12.8 days
School				
Principal's years at school	0.5	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	No change	18.4 to 1	18.8 to 1
Prime instructional time	88.1%	Down from 90.1%	89.1%	89.8%
Dollars spent per pupil*	\$6,886	Up 0.9%	\$6,108	\$6,242
Percent of expenditures for teacher salaries*	67.7%	Up from 66.0%	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.5%		89.4%	
Highly qualified teachers in high poverty schools	89.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-2005 school year has been an exciting and productive year at Congaree Elementary. Our motto, "Character and Excellence in Our School," describes our attitude towards our students. We are committed to ensuring that all students receive a quality education in a positive, safe, and happy environment.

We again integrated character instruction throughout our curriculum. The local police department presented our school with \$2,500 to fund character programs to educate students about drugs. Service Learning projects included collecting items for The Nurturing Center, Holiday Goody Bags for senior adults, and students donated over \$313 for Tsunami victims. Students raised \$2,145 for Jump Rope For Heart.

Our theme for the year was "Achievement For All Through RESULTS." Excellence began in the classroom, and our teachers continued to focus on academic improvement for each child. Congaree proudly met 100% of our objectives for the second year to be recognized for AYP. Our State Report Card Improvement Rating moved to Average for the previous year. The district recognized us as the "School to Watch" because of outstanding and continuous test improvement through the years. A Literacy Coach and a Math Coach were assigned to our school to support our instructional strategies. Ten teachers participated in the SC Governor's Reading Initiative for the second three-year cycle. Seven of our teachers hold National Board Certification. One teacher served as a SC Aquarium Leadership Partner. We maintained an "All Clear" rating from the SDE and are fully accredited with SACS. We have a full-time guidance counselor, nurse, and a school-based mental health counselor at Congaree.

Our student achievement was enhanced through parent, teacher, and community participation. Parents and students were invited to "Meet and Greet" teachers prior to the opening of school. Our Back to School Night featured a PTO family cookout. Grandparents' Week, Field Day and school picnic, May Fest, parenting classes, the Author's Tea, and Family Nights are examples of family involvement. The community and school joined together to celebrate our first Arbor Day at the school. Student artwork was displayed at the State Fair and in the community. A student chorus and drama club enhanced our instruction in the arts. Our quarterly ROPES celebrations recognized over half of our students for academic effort, success, and attendance.

We are grateful to our SIC and PTO. They are the driving partners behind our success. Both organizations provide volunteers and funding for school events. Our numerous parent and community volunteers were recognized at an annual breakfast this spring.

We are committed to making our school a safe environment for our students. Our halls were up-graded to meet fire code last summer as the bond referendum renovations were completed. We are proud that Congaree is a community school where learning is fun and challenging. We strive to show that "At Congaree, Our Character Always Counts."

Gail C. Simmons, Principal
Ms. Lisa Hightower, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	26	75	35
Percent satisfied with learning environment	100.0%	91.5%	88.2%
Percent satisfied with social and physical environment	100.0%	93.3%	91.4%
Percent satisfied with school-home relations	96.0%	93.3%	71.4%

*Only students at the highest elementary school grade level at this school and their parents were included.